



**Vision** - St. Louis Public Schools is the district of choice for families in the St. Louis region that provides a world-class education and is nationally recognized as a leader in student achievement and teacher quality.

**Mission** - We will provide a quality education for all students and enable them to realize their full intellectual potential.

## St. Louis Public Schools – Blended Learning Weekly/Bi-Weekly Planner

<b>Name</b>	Thomas Johnston	<b>Grade</b>	11-12	<b>Subject</b>	Government
<b>Week of</b>	Week of September 11, 2024 and Week of September 18, 2023	<b>Topic</b>	Systems and Types of Government	<b>Link to Tracker</b>	Insert Your Tracker Link Here

### Planning and Preparation

**Cultural Context:** Overarching lesson design based on student's individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content, pro-sure every learner is able to access grade level curriculum and resources.

<b>Standards Based Objective(s)</b> <i>Long term goal about what students will know and be able to do at the end of a unit. (Information for this section can be copied from the Curriculum Plan or Proficiency Scale.)</i>	<b>Missouri Learning Standards</b> <i>List your standard(s) for the week here. You should include the Missouri Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).</i>	
	<p>Missouri State Standard: (G.2.CC.D) Compare and contrast the structure and function of democratic governments and authoritarian governments...</p>	
<b>Learning Target(s)</b> <i>Learning targets are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson. (Information for this section of the plan can be copied from the Curriculum Plan or Proficiency Scale.)</i>	<b>Know</b> <i>(What are the learning targets?) Learning targets are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson(s). This comes directly from the unwrapped content standard in the Content Area Proficiency Scales and should be written as "I can..." or "The student can..." statements.</i>	<b>Do</b> <i>(Define how students will demonstrate that they have met the learning target. This section is grade level and content specific. Please reference the exemplar from your Content Area Curriculum Specialist.)</i>
	<ul style="list-style-type: none"> <li>Describe three systems of government and 7 types of governments.</li> <li>the advantages and disadvantages of unitary, confederate, and federal systems of government</li> <li>the meaning of constitutional government</li> <li>the characteristics of historical and contemporary forms of government</li> <li>the principles of democracy</li> <li>contributions to political thought by Hobbes, Locke, Rousseau, and Montesquieu</li> </ul> <p>Note: This week includes Constitution Day – the anniversary of the ratification of the U.S. Constitution. Therefore, we will learn about the ratification of the Constitution this week.</p>	<ul style="list-style-type: none"> <li>take notes from Guided notes video lesson created by teacher about systems and types of governments</li> <li>complete the practice reading and hand-out, "Who Rules?" by iCivics.org</li> <li>take notes from videos and/or readings about the contributions to political thought by Hobbes, Locke, Rousseau, and Montesquieu.</li> <li>Identify with 85% accuracy the different types of governments by matching the name of each type with a description</li> <li>Identify with 85% accuracy the definitions of various principles of democracy, especially principles embedded in the documents of American government</li> <li>Write a response to a prompt about types of government and/or about principles of government</li> <li>Identify with 85% accuracy the major political philosophical contributions of Hobbes, Locke, Rousseau, and Montesquieu?</li> <li>Students will use their notes to complete graphic organizers about government.</li> <li>Students will use notes and texts to explain in writing about the various principles of government, systems or types of government, and/or the contributions of political philosophers such as Hobbes, Locke, Rousseau, and Montesquieu.</li> </ul>
<b>Essential Question(s)</b> <i>(Can be copied/pasted from Curriculum Plan.)</i>	<p>What are the different systems and types of governments?</p> <p>What are the principles behind the Constitution?</p> <p>What were the major political ideas contributed by Hobbes, Locke, Rousseau, and Montesquieu?</p>	

<b>Academic Vocabulary</b> (Can be copied/pasted from Content Area Proficiency Scales)	Anarchy, monarchy, unitary system, confederal system, federalism, oligarchy, patriarchy, matriarchy, dictatorship, democracy, direct democracy, representative democracy, Constitution, consent of the governed, popular sovereignty, ratify, ratification
<b>Summative Assessment Performance Tasks</b> /	<p><b>Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards proficiency on the standard / objectives.</b></p> <p>Mastery checks utilizing pencil and paper, Nearpod, and orally administered questions/answers.</p>



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<b>Blended Learning Instructional Framework: Whole Group Instructional Plan</b>					
Lesson/Topic	Learning Target <i>Learning targets are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.</i>	Activities, Instruction & Modeling <i>What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)? <b>Synchronous learning</b> refers to a learning event in which a group of students are engaging in learning at the same time. <b>Asynchronous learning</b> is instruction and learning that does not occur in the same place or at the same time – usually independent.</i>		Formative Assessment /Exit Slip <i>How will students demonstrate their <b>daily</b> learning? How will you know if they understand concepts or can apply skills? Please provide links.</i>	Due Date
		Synchronous/Live Instruction	Asynchronous Playlist		
<b>Lesson 1</b> (Date)		Classroom instruction about Hobbes and Locke	Oral reading about John Locke		
<b>Lesson 2</b> (Date)		Classroom instruction about the principles behind the constitution			
<b>Lesson 3</b> (Date)			Guided video notes about Systems and types of governments		
<b>Lesson 4</b> (Date)			Read-Along Video and PDF of article “Who Rules?” published by iCivics.org		
<b>Lesson 5</b> (Date)					

<b>Supporting Student Learning Pathways</b> <i>Please note specific Learning Targets of focus and what resources are being used or provided to support students at each level.</i>		
<b>Intensive Scaffolding</b> <i>Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.</i>	<b>Moderate Scaffolding</b> <i>Students demonstrating performance at level 2 on the Content Area Proficiency Scale.</i>	<b>Enrichment/Independent</b> <i>Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.</i>

<b>Weekly Intervention Schedule &amp; Differentiated Learning Planner</b> <i>When applicable, teachers should utilize data from tracker to plan who receives intervention, when the intervention is delivered, how it is delivered, and what content will be covered. Please note if the planned intervention is for the purpose of remediation or enrichment.</i>
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Day/Date	Monday	Tuesday	Wednesday	Thursday	Friday
	Intervention time				
Group/Time					
Group/Time					
Group/Time					